

Improving Employee Performance

Presented by

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Performance Appraisals

Performance reviews too often are used to punish employees for falling short of expectations or for pointing out infrequent slip-ups or errors.

- Creates an adversarial relationship
- Resentment, criticism and negative energy contribute to performance erosion
- Positive reinforcement will do more to influence motivation and stimulate desired outcomes than any other single approach

Watson Wyatt Worldwide, a consulting firm, conducted a national survey of workers

1. 60% of the sampled employees said they understand the measures used to evaluate their performance.
2. 57% thought that their performance was evaluated fairly.
3. 47% said that their managers clearly expressed goals and assignments.
4. 42% reported regular, timely performance reviews.
5. 39% reported that their performance review was helpful in improving their on-the-job performance.
6. 37% said that their supervisors talk with them regularly about performance related issues.
7. 19% report a clear, direct, and compelling linkage between their performance and their pay.

Use performance feedback to

- Recognize not criticize
- Express appreciation
- Evacuate strengths and weaknesses
- Identify developmental opportunities
- Check for problems - materials, equipment, information, etc
- Probe for new areas of interest
- Determine personal and professional goals
- Offer encouragement
- Ask how they, the employee, can better assist the company
- Partner, don't preach

Keys to a good performance appraisal process:

1. Set expectations - be sure the employee and supervisor are clear on what is expected of the employee through discussions and specific job descriptions. Include goals set by the employee for their performance in the coming year. Be sure the goals and expectations for employees are connected to your company goals and objectives. In order to be effective, the goals must be measurable, otherwise, the determination of whether goals are met or not will be subjective and of little value.
2. Coaching and feedback - provide ongoing feedback to employees throughout the year. Discuss how they are meeting expectations and work on problem areas on an ongoing basis. Be sure that the employees have the resources they need to accomplish the goals. These resources could be training, equipment, support from other departments, or staffing.
3. Reviewing - measure the employee performance based on the specific goals and expectations. This is not about personality, but about actual performance.

Essential benefits of performance reviews

- Displays specific guidelines on job areas requiring improvement
- Compares actual performance against predetermined objectives
- Gives each individual a clear indication of performance over a specific time-frame
- Provides for a thorough discussion between the supervisor and the employee about differences in their perception of expectations compared to results
- Clearly identifies to the supervisor, areas where they may have neglected to develop an employee's potential
- Pinpoints key areas where individuals require improvement and additional training
- Allows an opportunity to discuss and agree on goals for the next evaluation period

The form you use in the appraisal is less important than the communication between the employee and the supervisor

When evaluation process is done properly it allows you to

- Inspire the employee to focus on continual progress
- Direct attention to the achievement of assigned tasks
- Permit individuals to take an active part in planning their own objectives
- Relate the findings to present and future organizational goals

Performance appraisal checklist. Preparing for the evaluation

- Define the purpose of the job, job duties, and responsibilities.
- What kind of training has this person received?
- Define performance goals with measurable outcomes
- Define the priority of each job responsibility and goal
- How much has this employee improved since their last evaluation? Since being hired?
- What improvement action plans were provided in the last evaluation?
- What behaviors are required? What is the desired end result of this job? Why is that result important?
- What are the time-lines for completing specific tasks?
- Does this employee have a clear understanding of what is expected of him?
- What skills are required for this job?
- Is there specific feedback to give the employee? What's being done right and what needs to change?

Effective objectives are:

- Observable and measurable
- Specific
- Related to the most important job requirements
- Under the employee's control
- Achievable given time and resources
- Limited in number

When writing specific objectives, always include the following components:

- A specific action
- A measurable result
- A time frame for completion

Examples of effective objectives

"Establish three new customer accounts with minimum average monthly orders of \$5,000 over the next six months."

"Decrease '02 and '03 departmental travel and entertainment expenses by 5% over last year's figures."

Performance evaluation guidelines

- The appraisal should be objective and job related by focusing on such items as quality of work and quantity of work
- Encourage the person's input on the appraisal. Goals and desired objectives must be clear and agreed upon
- Encourage employee's feedback on your comments
- Base the evaluation on performance expectations. Be specific on the expectations
- Emphasize any positive aspects of an employee's performance
- Avoid surprises. Confirm things that have happened since last evaluation
- Get employee's ideas for improving overall productivity.
- Provide honest, open feedback that concentrates as much on what employees are doing right as on what they need to improve.
- Focus on desired performance, not on personality characteristics
- The evaluation should provide an opportunity to identify and promote job performance that will help your employee meet or exceed expectations
- Establish clear links between employee performance and the success of the workgroup.
- Establish clear expectations up front. Give employee clear goals and objectives. You provide the tools for them to measure and evaluate their own progress
- Develop and administer a coaching and improvement plan if the employee is not meeting expectations.
- Require follow-up discussions. Each evaluation should be followed up within four to five weeks by coaching sessions where performance progress is rated and discussed and where new suggestions for improvement can be made.

Concluding a performance evaluation session

- Briefly summarize the main points of the session
- If improvement areas have been identified, be sure that the employee has a definite understanding of what specific action must be taken and when
- Sum up the things that have been mutually agreed to
- Arrange follow-up meetings when required
- The session should always end on a positive note

Personal action plan promotes the process of taking ownership over ones own self-development

- What areas require improvement?
- How will the improvement be accomplished?
- What is the time frame and when will it be accomplished?
- What additional training or resources are required?

Evaluation follow-up sessions

- Set up the date for the next follow up session
- Use to gauge the effectiveness of the process being followed
- Monitor job performance

Types of employee commitment

- **Externally committed** employee operates at a level necessary to satisfy the demands of their leader.
- **Internally committed** employee operates at a level of engagement necessary to provide individual satisfaction.

The internally committed or motivated employee is most likely to make significant contributions to the success of the organization.

Coaching for high performance

Everything hinges on having the right people in the right positions

- You want people who are willing to work hard
- You want people who identify with their job

Since failure costs time and money to hire and/or retrain employees, failure represents a lost opportunity for the organization.

What is Coaching, Counseling, and Mentoring?

Coaching - Takes place over a relative short period of time.

Is job related learning

Counseling - Involves a relatively short-term intervention.

Designed to remedy a problem that interferes with the employee's performance.

Usually motivational or attitudinal

Mentoring - Mainly long term

Focused on career growth and personal advancement.

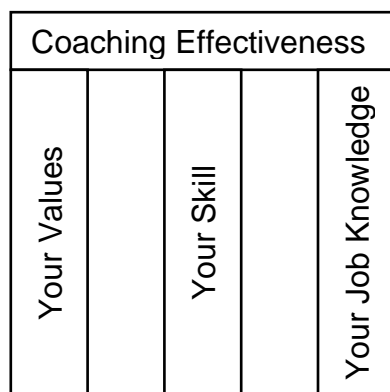
Opens doors to opportunities.

Even if you are not responsible for the work of others, you need to learn to be an effective coach.

Coaching is a process by which one individual, the coach, creates enabling relationships with others that make it easier for them to learn.

- Coaching is a process not an event
- Learning is a process that requires time, practice, and repetition
- Enabling is empowering the learner

The coach's effectiveness lies in the coach's ability to help learners see that their limits are self-imposed and that growth is possible.



Values are the most important and must be consistent with the role of a coach.

Coaches cannot make a person excel. They can only encourage them and release their potential. They cannot make anyone learn, but can only facilitate learning or release of potential for learning.

Effective coaches establish three special relationships.

Clarity. The coach creates and communicates an environment where achievement and excellence are seen as real possibilities.

Coherence. Everything that the coach does reflects commitment and goal achievement.

Openness. The coach must be willing to listen, observe, share, give, have an attitude of flexibility, and a willingness to experiment.

People perform at a high level when they

Can - When the individual has the capability to succeed. They have the right tools to do the job and a supportive climate exists.

Want - When the individual feels the goals are important to them or they place value in the goals.

Are willing to try - Individuals work harder to succeed when they believe they will succeed. This belief is generated by past successes.

High performance coaching requires a supportive environment.

Opportunity - The chance to perform valued activities

Incentive - The availability of a valued reward

Feedback - The availability of information about the effectiveness of one's performance with respect to the agreed-upon goal or goals

If the environment is supportive the individual is empowered to success; if it is not, the individual's chances of success are diminished.

The 5 necessary conditions that must exist to have a high performance environment

1. Climate - Positive, supportive, and conducive to risk taking.
2. Direction - Clear goals and information about the required standards in achieving these goals.
3. Opportunity - The opportunity to perform the correct behavior. This includes having the tools, materials, training, and education.
4. Consequences - Clear understanding of the positive and negative outcome of reaching or not reaching goals.
5. Incentives - There must be a valued incentive for positive behavior and a negatively valued outcome for negative behavior.

One objective of a coach is to build self-esteem. 4 components make up self-esteem

Connectedness - Individuals with good self-esteem join in with groups when they feel connected

Sense of uniqueness - They accept and appreciate themselves

Sense of personal power - They believe in their competence and personal strength

Sense of purpose - They feel their lives have meaning and value

By developing good self-esteem you gain psychological strength - the belief that you can succeed through your deliberate, focused effort.

Factors that enhance the development of trust

- Do what you say
- Reinforce people when they offer ideas or opinions
- Disclose your personal feelings
- Listen to others
- Prepare adequately
- Exhibit competence
- Allow people to make mistakes and learn from them

For coaches to inspire trust they must have

1. Constancy - The degree to which you stay on course and maintain personal integrity
2. Congruity - What you say and what you do are the same
3. Reliability - You must be there when it counts
4. Integrity - You must do what you have agreed to do

When setting goals they must meet the following criteria

Realistic - Goals must be achievable

Clear - Goals should be clearly defined

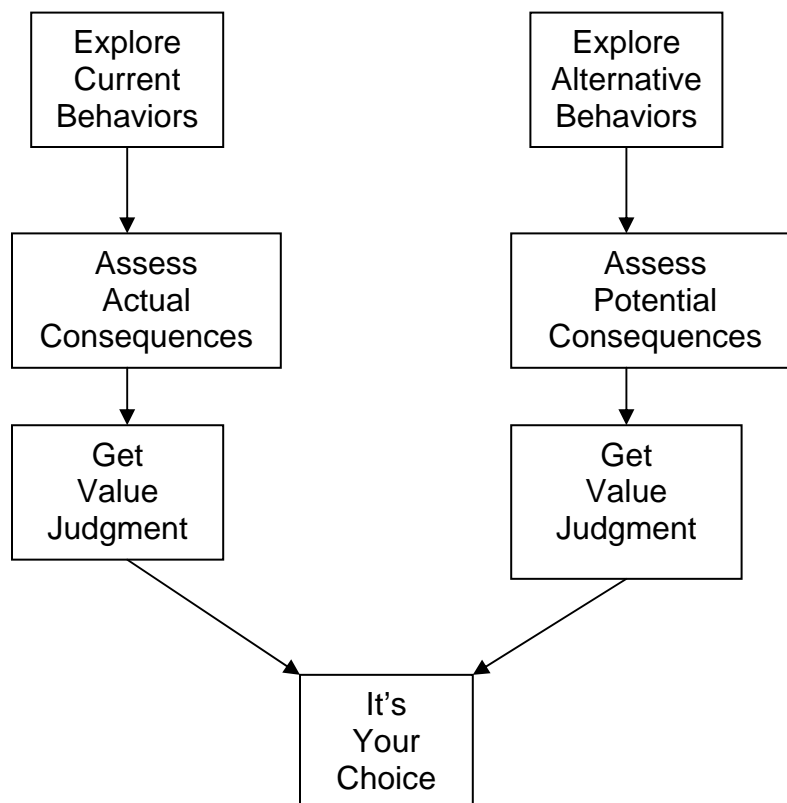
Controllable - Goals should be under the person's control

Consistent - Goals should be consistent with the organization's goals

Challenging - Goals should stretch the individual

Effective - Goals should make a difference in the quality of the product or service that is delivered

Consequences and Behavioral Choices



The qualities coaches need to facilitate learning

- Knowledge of the specific content area
- Genuine interest in people
- Ability to communicate clearly
- Patience with the learning process
- Empathy or understanding of others
- Tolerance for mistakes during learning
- Sense of humor
- Ability to treat each person as unique
- Uncompromising respect for people

General principles of adult learning

- Learning is lifelong and continuous
- Learning is based on the intentions and desires of the learner to meet a specific need
- Adults learn best when their learning is problem centered (a job to do)
- Learning is enhanced when the outcome of the learning process is immediately applicable to the learner's life
- The learners past experiences play a crucial role in determining whether learning takes place.
- Adults prefer the outcome of learning to increase their sense of independence and autonomy
- Learning is enhanced when it taps the experiences of the learner.

Principles for facilitating learning

- Repetition - This allows for continued practice of the new skill
- Motivation - Provide frequent reinforcement
- Results - Break the learning into manageable steps so that the learner can master the new skill in small steps.
- Pace - The learning should not fatigue the learner
- Individualization - Treat each learner as an individual who learns at their own pace
- Involvement - Get involved with the learner
- Memory - Show the learner the task several times
- Problem solving - Having the learner think through a problem will help them master the problem
- Performance - Have them learn by doing
- Modeling - Learners learn by watching you do the job well

When communicating with an individual, coaches should work to achieve 3 goals

1. Enhance, not destroy the individual's self-esteem
2. Enable you to deepen your connectedness with the individual
3. Empower the individual to be more competent and more self-directed

Communication is essential for the coaching process. Follow these guidelines.

Caring - Know and support what the other needs and wants

Openness - Must be open to both listen and share

Awareness - Understand the uniqueness of the individual's needs and requirements

Commitment - Coaching is a relationship built on commitment and feelings

Honesty - You must be truthful with the individual.

Characteristics of effective feedback

- Focus on behavior over which the person has control
- Describes that behavior
- Focuses on providing alternatives to negative behavior, as opposed to solutions
- Is given when the individual is best able to hear the feedback
- Focuses on what, not why
- Is intended to help the individual perform more effectively and reach their goal

For further information or human resources consulting services call

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